## Early College High School Webinar on Benchmarks 2, 4, & 5 "Student Data Systems"

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00:00-1:55
**Laura Gaines:** Good morning everybody, my name is Laura Gaines. I'm the Early College High School Program Manager with the Texas Education Agency (TEA) and I would like to welcome you all to today's webinar.

Today's webinar is about Student Data Systems and I know everyone here understands how important student data is.  Those of you who have been in the classroom know how important it is to both the individual student and the entire classroom, knowing the weaknesses and how to address them, and it is even more important on a school-wide level. Those who have been in the classroom know how difficult that can be on top of all of your other duties, to be tracking the data and using that to address the specific needs.

Having been in the classroom myself, I know how overwhelming it can be added on top of your other duties. What we wanted to do today is talk about why it is so important and give you some tips and ideas on how to make that less burdensome.  In today's webinar  we will  talk about how the student data systems  overlap on so many areas of the blueprint, it is almost half, is really where it addresses how you can improve your implementation of early college high school programs.

We are really lucky to have some wonderful administrators from one of our really great early college high schools. I'm going to pass this over to Kim Woodson and she'll introduce them today.  Thank you all for joining us. This webinar is being recorded, so if you have to step out, have colleagues that weren't able to join today, or as you're watching and you wish you had others that were able to participate, you can always invite them to watch this recording of the webinar.

01:56

**Kim Woodson:** Good morning and welcome everyone.  I am Kim Woodson, the Region 13 Project Coordinator for Early College High School initiatives. I am joined by Dr. Sylvia Hatton, an Early College High School Leadership Coach; Bobbie Sue Gonzalez, the Early College High School Specialist at PSJA; Adrien Garcia, Chief Technology Officer at PSJA; and Sofia Pena from Texas Colleges.  We all have some type of early college high school experience such as district administrators, principal, testing coordinator, liaison, technology specialist, or college administrator. We are all really excited to share with you some of the best practices regarding student data systems.

Just a little bit of housekeeping before we get started. If you have any questions please feel free to type them in the questions box to the right of your screen. We will answer them and send them out in the listserv.  We also have our previous webinar uploaded on the ECHS website at www.txechs.com under the Best Practices link; this webinar will also be uploaded to the website.  At this time, I would like to go ahead and turn the mic over to Sylvia.

03:16

**Sylvia Hatton:** Webinar on student data systems. I would like to remind everyone listening that material in this presentation is the property of the Texas Education Agency and no part may be reproduced or sold without the express written consent of the Texas Education Agency.

## Slide: Benchmark 2: Partnership Agreement

As Laura stated earlier, the Early College High School blueprint is intended to serve as a road map for initiating, implementing, and exemplar early college high school campuses.  This document is a "work in progress."  The Early College High School blueprint incorporates six benchmarks.  The six benchmarks are strongly interdependent. Today we will be discussing student data systems and how they relate to three of the six benchmarks, Benchmarks 2, 4, and 5.

Benchmark 2 is the partnership agreement benchmark and this benchmark states that the early college high school shall have a current, signed Memorandum of Understanding (MOU) that defines the partnership between the school district and the institution of higher education (IHE).  The early college high school specifically, one of those elements states, shall define an active partnership between the school district and an institution of higher education that includes provisions for collecting, sharing, and reviewing program and student data to assess the progress of the early college high schools.

## Slide: Benchmark 4: Curriculum and Support

Benchmark 4 deals with curriculum and support. The early college high school, it states, shall provide a rigorous course of study that enables a participating student to receive a high school diploma and complete the Texas Higher Education Coordinating Board (THECB) core curriculum (as defined by Texas Administrative Code 4.28) or an associate degree or at least 60 credit hours toward a baccalaureate degree during grades 9-12.  The early college high school shall provide students with academic, social, and emotional support in their course of study.

## Slide: Benchmark 5: Academic Rigor and Readiness

Benchmark 5 deals with academic rigor and readiness and states that the early college high school shall administer a Texas Success Initiative, or TSI, college placement exam to all accepted students in order to assess their college readiness, to design individual instructional plans, and to enable and empower students to begin college courses based on their academic performance.

### Slide: Purpose of the Webinar

The purpose of this webinar is to explain why student data management systems are important.  This webinar will help us: to identify when student progress must be monitored,  to relate student data systems to student support services,  to identify data points that maybe monitored throughout the students participation in early college high schools, and now for opportunities to suggest how the ISD and IHE can collaborate to develop these systems

### Slide: Why

Why student management systems are important?  Texas is dedicated to ensuring that the early college high school target population completes the (Texas) higher education coordinating board's core curriculum or an associate degree, or at least 60 college hours toward a baccalaureate degree. A student data management system is vital to the success of the early college high school program because it allows us to monitor students' progress from grades 9-12 to ensure completion of the above stated expectations.

### Slide: When

College readiness supports must be implemented at the earliest on set of our early college high school program initiative.  It must be implemented to monitor students' progress intentionally, and to report and facilitate student access to dual enrollment at the earliest point possible.

### Slide: Student Support

Data should drive the academic, emotional, and social supports provided for early college high school students to ensure success. It takes a comprehensive program of support to ensure that our students and target population of early college high schools reach our intended outcomes.

### Slide: Data

Student data management systems may include the following: student demographics background data, assessment scores on STAAR, End of Course (EOC) exams, and/or TSI, academic progress in relation to high school and college courses, students' grades, student attendance, and the financial aid application for students (FAFSA – Free Application for Federal Student Aid).

### Slide: How

Early college high schools and institutions of higher education collaborate to establish systems and protocols for sharing student performance data in a timely manner and at regular intervals including:

- attendance is very important at the beginning of a course;
- drops, withdraws, and fails because these impact satisfactory academic performance and can jeopardize a student's financial aid eligibility upon graduation;
- course grades, GPA, and course selection;

- excess student credit can also impact financial aid eligibility for our students; and
- all indicators of college readiness (TSI, STAAR, SAT, ACT, etc.)

## Slide: How

Districts and schools must establish protocols for the following stakeholders to communicate with college instructors. There should be ongoing communication between the principal, the counselor, and the students, and between the school and the parent or guardian.

## Slide: What does this look like in operation?

What does the student management system look like in operation? We are very fortunate this morning to have Bobbie Sue Gonzalez, early college high school specialist from the Pharr-San Juan-Alamo Independent School District (PSJA ISD) in south Texas, and Adrian Garcia, chief technology officer from the Pharr-San Juan-Alamo Independent School District. They are going to share with us their centralized district system for student data management, and how the district-level data system supports the campuses in quality implementation of the early college high school initiative. I would first like to invite Bobbie Sue Gonzalez to introduce us to the Pharr-San Juan-Alamo Independent School District.

## Slide: District Demographics

**Bobbie Sue Gonzalez:** Good morning. The PSJA team thought it was important to show the demographics of PSJA ISD and the early college high school models that we service here in our district. PSJA ISD has a student enrollment of 32,051 students with 43 campuses, eight of those being designated early college high schools. On the chart you can see our demographics, we service 98.89% Hispanics with 89% economically disadvantaged.

Before we go deep with our data system, I think it is important to share that PSJA has all early college high school models represented in our district. We have three school within a school models and five school wide campuses. One of the school wide campuses is a comprehensive campus with over 1,700 students. By the 2019-2020 school year, we have a scale up plan in place to be at 100% of our high schools students being early college high school. So with that being said, having eight early college high schools, our superintendent Dr. King put in place structures to support these campuses to ensure student success.

One of the systems we have in place at our district is a data department that works with our campuses to make data collection as easy and accessible to our campus administration and staff on making decisions on curriculum, student intervention, and campus structures. Therefore, I now introduce to you Adrian Garcia, our chief technology officer, to share those systems with you.

## Slide: Data Sharing Objectives

**Adrian Garcia:** Thank you. Good morning everybody. I wanted to start off this section by going over some of the objectives when it comes to data sharing. One of the things you will find is data sharing is critical when dealing with an early college high school because the data does not reside in only one place. You have the high school that has their data, then you have the higher education institution that has their data. We need to have a way of bringing all of that together.

To be able to determine the progress of the student these are some of the things that we need to look at: we need to look at credits earned, we need to see where the student is as far as core completion and whether they are core complete, how they are doing with the Texas Success Initiative (TSI), and also the FAFSA data. These are just some of the indicators that we need to look at to make sure the student is being successful.

There is also the need to provide real time interventions for the students as they are going through the program. Having real time data is critical in being able to follow up with the students and where they are at as far as the program that they are in.

We also have a need to establish a longitudinal analysis of the kind of degree, associate degree, or certificate completion that the students are going through throughout the year. We use that to monitor the progress of the program. How we are doing as we go along? Is the program being successful? What are some of the things we need to do to keep pushing forward?

## Slide: Data Sharing Agreement – FERPA

**Adrian Garcia:** One of the first things you will find in dealing with data sharing is getting over the hump of sharing that data from different institutions. As we all know when it comes to student data FERPA is a big component of that. What you see in FERPA, and this is actually from FERPA. (On slide) It says- *"generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record."* I think the piece that institutions usually overlook and sometimes have trouble with is dealing with the however. This is the statement you have *"however, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions…."* As you see bolded and underlined, school officials with legitimate educational interest with a student, specified officials for audit or evaluation purposes, and appropriate parties in connection with financial aid to a student (fall under this statement.)

The allowances there for the sharing of data, we also suggest a data sharing agreement be put in place to address any specifics when it comes to the data sharing. It is important that both institutions are comfortable in sharing that data and put those procedures in place to make sure they are comfortable with what is being shared. This is best done through a MOU and a data sharing agreement. One of the things with our school district is we are very fortunate that our superintendent Dr. Danny King and Dr. Reed from the higher education institution are very data driven, and they focus all their efforts making sure that we have as much information to support the systems that are in place.

## Slide: Data Sharing Process

**Adrian Garcia:** The way we set up our processes here, and there are several ways you can do it, we chose together with higher education institution is to set up a secure file sharing environment. In our case, we ended up using SharePoint, which is a product from Microsoft. You could do the same thing and use an SFTP server. Those are two ways you can set up a location where you place data to be able to share that information.

The other thing is to set up some time lines as far as when that data will be transferred. We periodically get data to make sure we are keeping as current data as possible to share with the individuals using it, which would be our superintendent, principals, the counselors, and all those who are involved with the programs.

The other thing that is important is to find a link for the data. In our case, we are actually using the higher education ID but there is also a state unique ID that is being used more and more by the state. We are looking to possibly move in that direction in the future when it comes to linking the data. Some of the other things that we do when there is not a link to the data is we look at the first name, last name, date of birth. There are some back up analytics we go to when there are cases where there is not a match with the students. Linking the data is important because they have their system, we have our system, and making sure we have the right students that are being counted is critical. So the matching piece is probably the most critical pieces in the sharing of the data.

We have also established file layouts to import that data for analysis. One of the things we want to do is instead of having a different layout every time we get data, we've come up with a data dictionary to make sure the data is imported in a more fluid process, to where the programming does not need to take place every time,.

The other thing we have done a lot of work here at the district, and we are still in the middle of improving and adding some more information there, is we are building some dashboards and reports to help monitor that data. Those dashboards are intended to inform the superintendent as to the progress of the program. Also, we will do some dashboards for the principals and counselors so they can go in there and look at as current data as possible to help the students.

Along with the dashboards, we also have reports that they can run to see where we are at with all the different indicators. There is also a need to establish a secure environment for reports. That is very important because there are only certain individuals at the district that have access to that data. Other than that, the summarized data is sent to the campuses and so forth. It is important that there are a minimal amount of individuals that have access to the actual detailed data that is available.

## Slide: Sample Reports

**Adrian Garcia:** I am going to be going through some sample dashboards that we put together here at the district to give you some idea of the types of things we are looking at. What I am going through is some screen shots, but the dashboards that I am going to show are interactive. What you are seeing here is a screen shot of what those dashboards look like. Keep in mind at the district level we are able to interact with these dashboards and the data refreshes based on the year, based on the special population, or based on the campus that we are looking at.

The one that you are looking at here is the graduates we had for 2014. It shows you how many of those had a high school diploma only. It shows you how many of those students had college hours. In this case it is 1,071. Then it shows you how many kids had 12 plus hours of college credit when they graduated. In the middle you will see the buckets of the different amount of credit hours that they had. You will notice the most was 60 credit hours. You also have how many kids received certificates, how many kids were core complete, and how many kids had associate degrees. The pie chart goes along with that data. They can drive down into that pie chart, or the bar chart, and get more detailed information. For example, here if you would have clicked on the certificates bar that is on the other chart, it would break down the type of certificates that were earned by the different students.

You will have a percentage of which were the most certificates earned by the different students.  In this case, it would have been the computer associate specialist. Almost half of the certificates were in that

particular area. This is good information for the campuses to see the types of interests the students have. Keep in mind we have several years of information so they are able to do a drop down on this particular screen and select the year. If they want to see how that compares to 2013, they can go into the drop down and select a year and it automatically refreshes the percentages for that particular chart.

If we were to click on the associate degrees, it has the breakdown of the types of associate degrees that were earned by the graduates of that particular year. In this case, the highest number was in interdisciplinary studies. More than half of the associate degrees that were earned had to do with that particular field. This allows the campuses to look at where the interest is as far as the students are concerned and work with the students there.


24:15
**Adrian Garcia:** One of the other things, and I think this is something I need to stress, we need to find where the sources of the data are. We have data in our system, the colleges have data in their system, who is the official source of that data? One of the problems that we run into initially at the end of the semester is that you might want to get information from the campus or principal: how many kids graduated how many received associate's degrees, or how many got certificates. They can give you a number, but until you get that data from the higher education institution, those numbers are not official. It is important to understand that you might have some initial numbers, but then you will see that those numbers are very different. In our case the higher education institution is the source for credits earned as far as higher education and whether they earned an associate and whether they earn the certificate. The source of the data is a critical piece of what you are going to have to determine.

25:32
**Adrian Garcia:** This is another one (graph) that we have done by class. This one shows you the progress that is being made at the district level. The class of 2011 showed 605 kids had earned college credit. You will notice that that number keeps going up as we go through the different classes. The bar chart in the middle that you see with the number 52, is added to the class of 2015. Those 52 students with college credit are those that graduated this past December, that total goes together with the 1,249 class of 2015.

You will notice another good piece of information is the number of college credits that the students have earned in eleventh grade, tenth grade, and ninth grade. This information is important because we are also part of the i3 (Investing in Innovation Fund) grant where we are needing to monitor students in tenth grade. That is the cohort that our district is working with, so we need to monitor that information. There are also some pie charts for the TSI and we repress that data from the College Board every Monday. We are able to see there how many of our students have actually met the TSI complete and see how many of those students that have not been tested.

Now one of the nice tools that we are trying to make available to principals and counselors is the ability to drill down from these dashboards and actually see the names of the students.   One of the things we are working toward in almost all of these dashboards is the ability to click on an actual bar and show the names of the students and who makes up that population. The reason we are doing this is we are reversing the process that you normally go through. Normally you will have someone at a district get a list of students then they will start highlighting the names they need to find that fall under a different criteria. In this case, what we are doing with this bar chart is we are showing this population falls under this category, and we will give this list of students who make up that population. We are trying to get

the systems to do the work for us as opposed to manually going in there and identifying one student at a time.

One other thing we are doing is trying to centralize the data as much as possible. Campuses have their own spreadsheets to identify their graduates, or the students that make up TSI, or FAFSA. The problem then becomes that a campus has that information but when campuses wants to do an analysis district wide it is difficult to be able do that. We are trying to standardize the processes and make sure a centralized system is used so that all campuses are identifying the data in the same way.

A good example is the PEIMS system, a standard that everybody follows. When you look at a centralized system, you set up a standard that everyone follows and centralize the data, that way you are able to analyze your data better. From that centralized data, you have a district wide picture, and then you can drill down and see a campus picture. You can drill down and see a grade level picture, then drill down and see a teacher picture or even a student picture.  You need to start at the top, then drill down all the way to the detail. That is what we are trying to do is reverse that pattern from the detail to the summary and going from the summary to the detail.

30:43
**Adrian Garcia:** This graph is a new one our superintendent requested. He wanted to be able see a grade distribution of students that are in the dual credit program. As you can see here there are more A's than B's than C's and D's which is good. We are changing the chart on the bottom; we are going to make that a pie chart because that actually makes that 100% of the kids that are there. The top one actually shows you the breakdown by grade level and to see how the grade distribution is there as far as the grade level is concerned. We also included the students that withdrew. In essence, we are looking at every course and checking to see what grade they got. Did they get an A, B, or C?  This is more of a global picture. The intent is for you to drill down and see a more detailed picture in the future. As we get more requests for the kinds of things we need to look at, then we need to develop it and then from there we streamline it and get more detailed. In every case we are going to be adding, some of the charts already have it, but some do not, the intent is to drill down to the campus level and drill down to the student level and so forth.

32:24
**Adrian Garcia:** This is a really good report (Count of Students Who Earned College Credit). One thing we do in our job is look at the processes that everybody is doing at the campuses and find out how we can help them through technology to be able to do their jobs more efficiently. We are trying to minimize the amount of manual identification that is going on throughout the district.

This report is a really good example of one. It takes into account a lot of different information to see where the student is under core completion. We really do not have a John Doe at the district so this is generic data. As you will see in the first box, John Doe under American History, this particular student hasn't taken American History, the zero means he has no credits. The six means he will need six credits to meet core requirement. Everything in red means that core requirement hasn't been met. What you see in green means the core requirement has been met. It even lists the course number of the courses that have been taken and the grades they received in that course. This information you would normally have to look in several different areas to be able to identify where the student is at for those purposes. What we have done is taken the information from the data, looking at what actually makes a core completion for a particular student, and made it easier for the counselor to identify what are the areas

that the student needs to address to be able to take those courses and make sure they get closer to be core complete.

That is a lot of information in one report. A lot of times we do not put that much information in one report because it tends to confuse people. In this case, I think it is a real benefit, because it is information they are going to need anyway. Being able to see it all on one screen, right now it is a report, but we might even look into making this an actual screen that they just pull up for an individual student so that when they are working with a student they are able to identify all those pieces of information all at one time. This addresses more of the processes that are in place.

I know as a big district it is a lot more difficult to track some of these and be able to do some of these things manually, and try to address as many students as we have. The more tools we can give the campuses from the technology standpoint, the better it will be for the principals and counselors to do their jobs. It all comes back to the superintendent wanting those processes in place. He actually pushes us to make sure we are being as efficient as possible when dealing with that.

One of the other things we will be looking at as we move forward is being able to pull out the cohort of students based on House Bill 5 and the degree plans the students are being able to sign in for. It gives the counselors the ability to identify when a student takes a course that is not in a degree plan, highlight that, and give them good indicators when a student is falling out of their degree plan. Again, these dashboards are a lot more impressive when you see them in action. If I was able to give you a live demonstration, I think you would see the benefit to it. One of the things we are trying to do is give the principals and counselors more interactive tools at their fingertips so they are not waiting for a report. We are trying to give them as real time data as possible. We are not where we need to be, but we are getting closer. Hopefully, those steps that we put in place will make it easier for everybody. These are just samples of some of the dashboards. I shared one report, but we have hundreds of reports that they are able to run in our system.

37:35
**Adrian Garcia:** I am going to give you some technical information, for those of you that really want that. Some of you may not be interested. Currently our database is the SQL Server 2012 database. The student management system, even though I do not have it listed, is SunGard.

For SQL, the database that we use, we also use SQL reporting services. We are moving more to that direction. These products are Microsoft products, and they can be purchased through Microsoft or any vendor who sells Microsoft products. Right now we are a very big Cognos district. Most of our reports are written in Cognos. The plan is to start moving more to the SSRS (Reporting Services) environment because of the fact that we are doing a lot more with SQL. We just find it an easier product to be able to do those types of things and increase the speed of the development that goes on in creating those reports.

For those dashboards that you saw, there is animation when you click on them, and they look pretty cool. We are using Telerik and have provided a link to get more information for that tool. We do a lot of programming internally. We use a lot of .net in connection with Telerik. We use both those products to use some of the dashboards and reports that we are doing.

One of the other directions we are going as a district is SharePoint. We are actually implementing SharePoint 2013, which is going to give us more capabilities and collaboration tools as a district.

Normally you do not see this kind of implementation unless you are in a big corporate environment. We feel our district is far enough to where we can leverage the technology that is there and really push forward in that collaboration that is there, to be able to give the tools to the principals and counselors and be able to not only analyze the data, share their data but also collaborate with each other in the types of things they need to do. Those are just some of the things. That is really all that I have on my piece so I am going to turn it back over to Bobbie Sue. Thank you.

40:24

**Bobbie Sue:** Being that PSJA has an early college high school and a data department in place, it is important that we come together on a monthly basis because working in isolation (inaudible) or the data department this would not be possible. We come together monthly with the directors, the counselors, and the data department joins us in these meetings. At this time, the directors are able to share either things they have done manually, reports that they are requesting, so the data department can create these reports to ensure we are meeting students' social, emotional, and academic needs on a regular basis.

41:15

**Adrian Garcia:** One things that I did forget to mention is, and this is the critical part, there is a committee made up of data staff from the district and the data staff from the higher education institution and we meet periodically. We meet every four to six weeks to go over the data needs, and to find out what is working and what is not working, whether we need other pieces of data and those types of things. That is also critical that the two teams from the different data teams; the one from higher education and the one from the district work together to determine what those data sharing needs are.

42:02

**Sylvia Hatton:** This is Sylvia Hatton. We've seen an example of how a very large system can operate efficiently and effectively if it has strong partnerships with its institutions of higher education and if it has strong communication structures in place to facilitate not just data sharing but problem solving around the data. The ultimate priority of the district, the IHE, and all of the early college high school campuses in this district is to maximize opportunities for their students to reach the academic outcomes, the social outcomes, and emotional outcomes that are a part of their district long range plan. This is a very successful organization that is committed to continuously reviewing its processes, engaging all critical stakeholder groups in order to improve all of the systems and services that they offer. I hope that you have gathered some important, or at least interesting, information from this session. I am going to turn it over to Kim Woodson. Thank you all.

43:13

**Kim Woodson:** Ladies and gentlemen thank you so much for sharing all that vital information for our campuses. This is just one of the ways that data systems have been implemented in a district to make sure they are meeting the needs of all of their students. Understanding data systems are so important as we continue to strive for excellence and also implementing best practices for our students. This is going to end our webinar for today. The webinar will be uploaded on the www.txechs.com website as with the previous webinars as well. I would like to thank Texas Education Agency and Laura Gaines for their ongoing support of the ECHS initiatives. Dr. Hatton. Special thanks to the superintendent of schools, Dr. Daniel King from PSJA and his PSJA administrative team Adrian Garcia as well as Bobbie Sue Gonzalez. With that we are going to end this webinar as far as recording. We thank everyone for their participation

today. All of the questions that have been asked will be sent out via the listserv. I hope everyone has a wonderful afternoon. Thank you.